E/CONF.39/B/1
21 Sept. 1962
ORIGINAL : ENGLISH

UNITED NATIONS CONFERENCE
ON THE APPLICATION OF SCIENCE AND TECHNOLOGY
FOR THE BENEFIT OF THE LESS DEVELOPED AREAS

Agenda Item: B.2.1

Ghana

TECHNIQUES OF MANPOWER ASSESSMENT: THE APPLICATION OF THE FINDINGS FROM GHANA'S MANPOWER SURVEY

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No.103

B.2.1 "TECHNIQUES OF MANPOWER ASSESSMENT"

SUB-TITLE

"THE APPLICATION OF THE FINDINGS FROM GHANA'S MANPOWER SURVEY"

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Soon after Independence in 1957 the Government of Ghana recognised that shortages of trained workers would almost certainly develop in the wake of the Africanization programme and as a direct consequence of their plans to shift from an agrarian economy to a balanced industrial economy. The Government commissioned a thorough survey of the manpower situation in the country and the first report of these findings was published in 1960. This survey reported on the employment of "high-level" manpower, occupation by occupation, as of March 1960 and included estimates of future demands which might be expected. It also assessed the educational and training facilities available and provided an accurate report of the supply of trained manpower that could be expected to join the labour force during the five year period ahead.

2. In the period since the 1960 Manpower Report other surveys have provided additional information to supplement the initial findings. The Manpower survey was repeated in 1961 to provide trend information and to evaluate progress and changes. This survey covered 90% of those employed in high level non-agricultural occupations in the country. In 1962 a special survey of "middle-level" employees (clerical, sales, fiscal, managerial, etc., employees) was conducted to assess the problems of supply and demand among these occupations. Late in 1962 a survey was undertaken to evaluate all of the programmes and facilities in Ghana related to vocational and occupational training.

3. An accurate and detailed picture of employment, shortages, estimated demands and potential supply has emerged from analyses of these surveys. While the reliability of the employers' estimates of future needs can be questioned the consensus of these projections does provide trend information on broad occupational categories.

4. The broad outlines of Ghana's manpower situation can be summarised as follows:

GHANA MANPOWER SITUATION: 1960-65

Category	Employed 1960	Additional Personnel Required by 1965
Professional Occupations (Requiring University Degrees)	8,000	7,000
Teachers (not Requiring University Degrees)	12,000	35,000
Sub-Professional & Tech. (non-university)	5,000	4,000
Craftmen & Trades	29,000	11,000
Total	54,000	57,000

5. The survey identified nearly 55,000 employees in the high level occupations in 1960. Employers expected that by 1965 an additional 57,000 specialists would be required. There were two factors in addition to economic growth which contributed heavily to this 1965 figure. The first was the introduction of free compulsory primary education which will require 25,000 additional teachers during the five year period. The second was the wastage rate of 25% which was inflated by the large number of expatriate employees holding high level positions in 1960. Doubling the number of high level employees in a five year period presents a formidable problem particularly with the limited number of students available who are qualified for advanced training.

6. Careful analysis of the enrolments of all educational and training institutions indicated that there would be 30,000 students who could be expected to complete programmes of study by 1965 which would qualify them for high level occupations. While this total was unexpectedly high it was still more than 25,000 below the projected needs of the country during the period.

Shortages of this magnitude could seriously curtail Ghana's plans for economic expansion and social development. Since the Government was heavily committed to move forward on its major development plans, methods of overcoming the shortages had to be discovered.

7. In 1961 the Government initiated a Manpower Development Programme which was designed to offset the expected shortages. This was a broadly based national programme with three major divisions each directed at a separate aspect of the entire problem. These three aspects are:

(a) The need to increase the supply of qualified new employees through efforts designed to accelerate and improve the output of students from educational and training institutions.

(b) The need to accelerate the training of persons already employed to equip them for advancement to higher level positions through in-service training, management training and adult education.

(c) The need to increase the productivity (output per worker) of the entire labour force and thereby reduce the number of additional personnel required.

8. This three-part plan was initiated in 1961. Since that time a number of activities have been undertaken which were designed to meet the tri-partite needs of the plan. The brief listing below is presented not as a complete outline of this final operating programme but rather as a report on progress to date.

Part One
Increasing the Supply of New Employees

9. Public School System: Review of the entire Ghana educational plan revealed that it might be possible to shorten the total educational cycle appreciably. Under the existing system a student entering Primary School at age six could not complete university before age 25 or 26. The cycle included six years primary, four years middle school, five years secondary, two years sixth form and three years at the university. This twenty year cycle has been restructured to eventually reduce the required time to sixteen years. This saving of four years will, when changes are complete, result in an acceleration of twenty percent in the output of students trained through the post-secondary level.

10. Increased Facilities: Through a series of improvements and enlargements the capacities of the institutions providing pre-university (sixth-form), secondary and university education have been doubled over the past two years.

Institution	1960 Annual Student Output	1965 Annual Student Output
Secondary Schools	2,000	4,500
Pre-University	375	1,500
University	500	1,200

These increases will add significantly to the supply of specialised manpower.

11. Apprentice Training The entire apprentice training programme was re-structured in 1960 and is now in the process of conversion. When these changes have been completed the plan will cover 4,000 apprentices.

12. New University College for Teachers: An entirely new teacher training facility for secondary teachers was opened in 1962. The initial capacity of this institution was 200 and this will be increased as staff and facilities become available. Teachers represent a major share of Ghana's existing shortages.

13. Institute of Public Administration: A new graduate institution for the training of government administrative officers was opened in 1961. The output of the institute is 50 students each year.

14. Statistical Training Centre: This centre was opened in 1961 and provides an intensive one year course for forty students. Graduates are prepared to fill positions as junior statisticians in government and commerical establishments.

15. Educational and Occupational Testing: A team of professional psycholigists has developed and validated a new battery of sixteen aptitude-achievement tests designed to assist in the selection of students with high potential for particular skills or for advanced education. The tests have also been used with considerable success to select candidates for specific occupations and craft training. The tests will be put into wide use during 1963 and it is expected that considerable advantage will be gained from their application.

Part Two

Accelerating the Advancement of Those Now Employed

16. The most critical problem confronting Ghana is the acute shortage of trained and experienced management personnel of all levels. The success of the entire development plan depends on the efficient operation of each new establishment created. Efficient operation, in turn, depends on the wisdom and control exercised by the managers in each enterprise. Improvements in personnel and methods cannot be effected without a strong supervisory and managerial staff capable of carrying through the improvement programmes. Management training and development have, therefore, received major emphasis in the Ghana plan.

17. Management Association: A management association was created two years ago to provide a means of implementing a national programme of management development. The organisation has grown rapidly and plays an important role in the plan. Through the association courses, seminars and conferences have been carried on for the benefit of hundreds of managers and potential managers.

18. Management Training: Courses for beginning, intermediate and advanced managers are regularly presented by the University, the College of Administration and private agencies. A series of four motion pictures on Ghanaian management problems has been produced and has proven extremely successful. Course materials and handbooks have been developed and are in wide use.

19. Instructor Training: The development of additional persons qualified to plan and administer in-service training programmes for public and private establishments has been successfully undertaken. A "Training Directors Association" of 60 men meets regularly and has developed training materials, visual aids and courses of study under the direction of a team of advisers. Courses and intensive study groups for new training directors have been notably successful.

20. Technical Training: Arrangements with the Technical Education Division of the Ministry of Education have made it possible to provide up-grade training for employed artisans on a short-course and "sandwich" basis. These efforts are being expanded. In addition, three new trade schools are planned for 1963 in the industrial areas of the country.

21. Adult Education: The newly created Institute of Public Education has moved aggressively into the task of providing a variety of courses for adults on a part-time and evening basis. Additional training facilities in the commercial occupations have also been provided.

Part Three
Increasing the Output Per Worker

22. While all of the efforts listed above have the effect of increasing the productivity of the labour force it was decided that a more direct focus was, nevertheless, required. The Government created the Ghana Productivity Centre in late 1962 and delegated the responsibility for increasing the nation's productivity to this new body. The Centre is still in the organisational stage but is patterned after the examples of similar centres in Israel, India and Western Europe. An initial staff of ten specialists has been recruited and is beginning to attack some of the major problem areas. The Centre is organised to provide research, training and direct consultative advice to establishments in both the public and private sectors. The focal point of the centre is the rendering of advice and assistance to the numerous new state enterprises. Two highly successful conference on productivity have been held and the movement toward increased productivity is well launched and is receiving good acceptance.

23. In the foregoing pages an effort has been made to describe the manpower problems of a new, developing country and to present some of the steps which have been taken to ameliorate those problems. While Ghana is more fortunate than most of the new African countries, its problems do not differ significantly from those in other countries. It is still to soon to be able to make a meaningful evaluation of the effectiveness of the Ghana programme. It is already apparent, however, that those efforts with short-term goals are successful. For example the combined annual output from the Universities will soon reach 1200 students which will enable the country to approximate its needs for 7,000 in the professions by the late sixties. Without planning and controls none of the goals could be attained. Under the programme now operating the major priorities can be met.

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